|  |
| --- |
| 1. What is our purpose? |
| To inquire into the following:  1. **Transdisciplinary Theme**   HOW WE ORGANISE OURSELVES   1. **Central Idea**   All school members work together to help students learn.  All members in a group work together to achieve their goals.  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**:  **Tool**:  **Description:**  **Prompt**:    **Evidence:** |

|  |  |
| --- | --- |
| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Date:** | |
| **Teachers:** Fernando Arce, Chachi Cabal, Aura María Caicedo, Pilar Clavijo, Elaine Escobar, Clara Inés Flecher, Martha Parra, Claudia Madriñán, Claudia Herrera, Ivonne Muñoz, Ana Patricia Ortiz, William Osorio, María Elena Valencia, Juan Guillermo Velásquez & Sidey Viedman. | |
| **Proposed Duration:**        hours over weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * FUNCTION * Organisation | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * How our school works. * Jobs & duties at school. * How some insects are organised to work together. | |
| What teacher questions/provocations will drive these inquiries?  Provocation | |

|  |  |
| --- | --- |
| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  Research: In the classroom the children will draw and explain what they know about how some insects are organised to work together.  Spanish: the children will play “Spin the wheel! “ and they will answer some questions about the unit´s lines of inquiry.    **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?** | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  Science: field trip to CIAT, ant hill observation at school,  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  **Communication:**   * listening (l2) * speaking (l1)   **Research:**   * collecting data (maths)   **Self-Management:**   * time MANAGEMENT (p.s.e.)   **Social:**   * accepting responsibility (social studies)   **thinking:**   * Acquisition of knowledge (science)   **Learner Profile**  ATTRIBUTES  Open Minded- Learn to know him/herself and to respect the difference.  ATTITUDES  Tolerance – Is able to relate to others without difficulties  Respect -Expresses his/her ideas with respect |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?** |

|  |
| --- |
| **6. To what extend did we achieve our purpose?-** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  They learnt about their school, developing a sense of belonging.  They realize every organization has a structure to work better.  The children concluded that a tradition is something that is passed through generation to generation.  Children express that everybody has different traditions and we must respect them. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  It is important to rehearse with the children before the performance assessment.  Revise the rubric during week three so teachers can keep a formative assessment. |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  They realize that everybody is different.  They learnt about themselves and respect others traditions. |

|  |
| --- |
| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**   * Develop an understanding of the concepts identified in “What do we want to learn?”   Homework assignment traditions at home  Me map   * Demonstrate the learning and application of particular transdisciplinary skills?   **-Listening** – They listen to the expert Daniel Hernandez talk about the school anthem.  **-Speaking**- Sharing the homework assignment and Me Map.  **-Research-** Children gathered information about the different celebrations, they organized this information on a bar graph.  **-Social** – Afectividad workshop lead by our Counsellor. Children recognized and respected others points of view.   * Develop particular attributes of the learner profile and/or attitudes?   **Profile**  **Open Minded**-children showed respect to the different traditions and celebrations within the group.  **Attitudes**  **Tolerance**- they started to become sensitive with others having in mind differences among them.  **Respect**- They started to show respect to others points of view  **In each case, explain your selection**   * Identity- afectividad workshop, expert interview.   Traditions – Drama y learning to music.   * Communication – writing   Listen- they listen the speech of Daniel Hernandez  Speaking- they expressed their research |

|  |
| --- |
| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  They brought from home traditional games to share with others.  **What student–initiated actions arose from the learning?**  [Please begin typing here] |

|  |
| --- |
| **9. Teacher notes** |
| To evaluate prior knowledge, is important to have the drawing about the Christmas holiday in advance, to use it as a reference for reflection. They can include more than one single event in the drawing. We had to add 2 or more questions in order to get more clear answers about the prior knowledge.  Way of grouping: It should be more heterogeneous, paying attention to children who are domineering. Keep a discussion after provocation short and to the point 15 to 20 minutes maximum.  It was obvious that most of the children do have a sense of personal identity but don’t have the concept of tradition. Most of the children know what is to celebrate.  It is important to write about our Pedagogical Reflection, which is something that we never do.  It was an excellent provocation that involved the whole kinder team: psychologist, music teacher, PE teacher, librarian, etc.  What I want to learn and How best I will learn should not be asked after the provocation, it should be done after several learning experiences. This should be done in different ways, for example, it could be done in the middle of the inquiry as preparation for the Performance Assessment: What do you want to inquire about? What do I want to learn is not part of the Provocation, children need time.  Look for information about the school´s shield.  Take into account adopted children when working the “Me Map” (Personal Identity).  Children have been engaged with the Afectividad Workshop (video de Valeria & “Me Map”).  Children are very motivated with the “Me Map”, as soon as they get to the classroom they want to continue working on it.  P.E. teachers discussed many traditional games, some which they did not even know about. It was interesting to see that many parents were engaged to share the games, songs, etc. they used to play and sing when they were young.  Even though some of the games and songs are repeated by different teachers, children are able to experiment them from different areas.  Children have not shown a clear evidence of learning the games and songs taught during play times at school.  In Spanish class, the prompt:”Qué recuerdas de\_\_\_\_\_\_\_\_?” about their birthday celebrations, was very engaging and motivating to share and write by the children.  In regards to “What I want to learn?” we suggest all areas involved to launch specific questions during weeks 1 and 2 in order to engage children in the inquiry, so that during week 3 they have clear questions about it. |